Cecilia Gerald

Education 7201

Professor O’Connor-Petruso

Wiki 4

Annotations for Midterm (10)

**Amato-Zech, N. A., Hoff, K. E. and Doepke, K. J. (2006). Increasing on-task behavior in**

**the classroom: Extension of self-monitoring strategies. *Psychology in the Schools*, 43: 211–221.**

This article explores the study of self-monitoring strategies implemented with elementary special education students. The results showed a significant increase in on-task behaviors. It also discusses further findings.

**de Haas-Warner, Sarah J. (1991). Effects of self-monitoring on preschoolers' on-task behavior: A pilot study. *Topics in Early Childhood Special Education*, *11*(2)**

This article gives an in-depth description of a pilot study about the implementation of self-monitoring procedures at the preschool level. It discusses the importance of adapting these procedures to be developmentally appropriate for this age level. The results showed that the subjects improved in their on-task behaviors and work completion and their levels of disruptive behaviors decreased.

**DuPaul, G. J., & Hoff, K. E. (1998). Reducing disruptive behavior in general education classrooms: The use of self-management strategies. *School Psychology Review*, 27(2), 290.**

This article discusses a study of three at-risk elementary students in general education classrooms that used self-management as an intervention strategy to decrease disruptive behaviors. The results support self-management as an effective strategy in general education classrooms. The article also discusses the limited research available on self-management in general education and the importance of conducting future studies on the topic.

**Jolivette, K., Patton, B., Ramsey, M. (2006). Students with emotional and behavioral**

**disorders can manage their own behavior. *Teaching Exceptional Children*, *39*(2), 14-21.**

Jolivette, Patton and Ramsey discuss a variety of self-management strategies that teachers can implement with their students that have challenging behaviors. It discusses the various components of these strategies, such as self-assessment and self-recording. It also uses examples of potential cases studies to show how the strategies can be implemented.

**Jull, Stephen K. (2009). Student behavior self-monitoring enabling inclusion. *International Journal of Inclusive Education*, *13*(5), 489-500.**

In this article, Jull examines the effects of self-monitoring on the inclusion of students with emotional and behavioral difficulties into mainstream schools. It discusses the benefits that self-monitoring provides against disruptive behaviors. It also points out the limitations of the research conducted to date.

**McConnell, M. E. (1999). Self-monitoring, cueing, recording, and managing: teaching**

**students to manage their own behavior. Teaching Exceptional Children *32*(2), 14-21.**

This article discusses research on the topic of self-monitoring. It provides detailed procedures that can be used to implement self-monitoring strategies. It also provides examples of monitoring checklists, worksheets, and scales.

**Prater, Mary A. (1994). Improving academic and behavior skills through self-management**

**procedures. *Preventing School Failure*, *38*(4), 5.**

In this article, Prater describes self-management strategies including self-monitoring. She reports about research findings that prove intervention assistance such as self-monitoring can prevent at-risk students from being referred to special education. She discusses case studies of students who have benefitted from using self-monitoring to mainstream from special education to general education settings. She also discusses a study in which self-monitoring was proved to improve behaviors of both at-risk and non-risk students in the general education setting.

**Rafferty, Lisa A.(2010). Step-by-Step: Teaching Students to Self-Monitor. *Teaching***

***Exceptional Children*, 43(2), 50-58.**

Lisa Rafferty discusses the use and benefits of self-management as a viable intervention technique for managing behavior in general education classrooms. In it, she specifically focuses on the self-monitoring strategy and gives a step-by-step description of how to implement it. Examples of self-monitoring instruments that can be used in actual classrooms are also given.

**Smith, D. D., Rivera, D. P., (1995). Discipline in special education and general education settings.  *Focus on Exceptional Children*, *27*(5), 1-14**

In this article, Smith and Rivera explore the topic of discipline in education and its importance in managing student behavior. They examine the potential causes of discipline problems among students and discuss traditional prevention techniques that can be used to ward off misbehavior. They also describe a variety of intervention techniques, ranging from mild to intrusive, that have been proven to be effective for modifying disruptive behavior. They discuss the elements of measuring students’ behavior. They also discuss different measurement systems used to evaluate the effectiveness of the interventions used.

**Westling, David L. (2010). Teachers and challenging behaviors: knowledge, views, and**

**practices. *Remedial and Special Education*, *31*(1), 48.**

In this article, David Westling conducts a survey of 70 teachers (38 special education and 32 general education) that reveals teachers perceptions of their ability to manage students with challenging behaviors as inadequate due to lack of training and/or administrative support.